



SC Annual School Report Card Summary

Annie Burnside Elementary
Richland 1
Grades: PK-5 Enrollment: 300
Principal: Dr. Felecia Butler
Superintendent: Dr. Percy A. Mack
Board Chair: Vince Ford

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Average	Average	TBD	TBD	Met	N/A
2008	Below Average	At-Risk	N/A	N/A	Not Met	N/A
2007	Below Average	At-Risk	N/A	N/A	Not Met	N/A

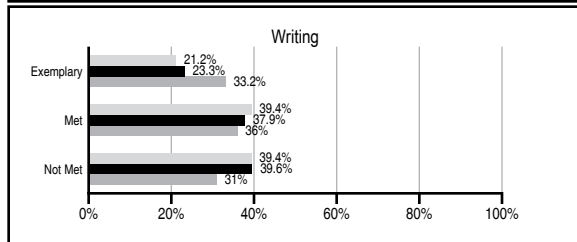
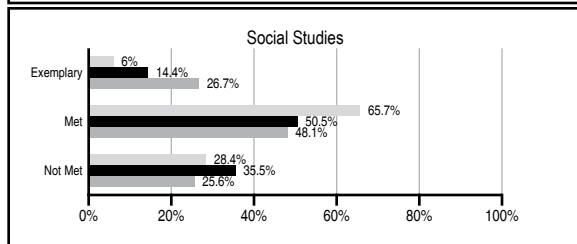
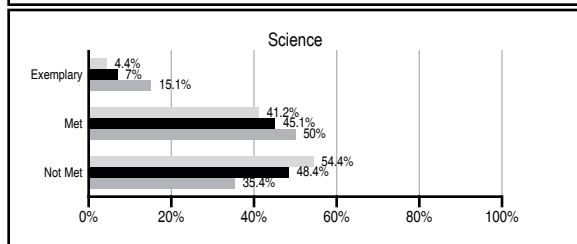
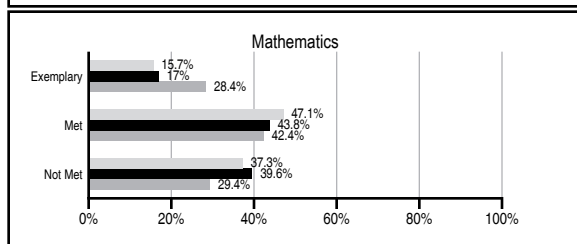
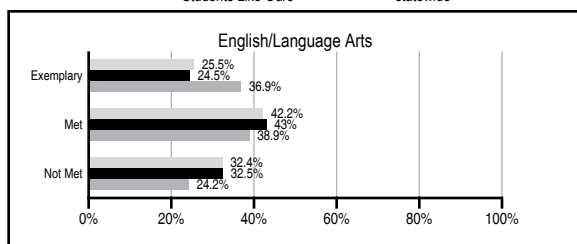
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	4	92	54	17

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

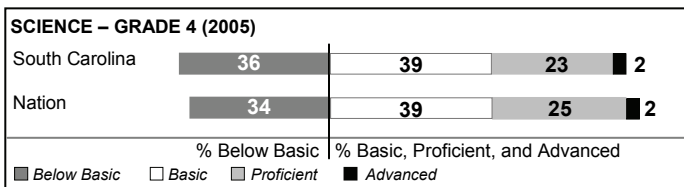
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Vision:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Annie Burnside Elementary [Richland 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=300)				
Retention rate	4.3%	Up from 3.0%	2.4%	1.9%
Attendance rate	94.7%	Down from 95.3%	96.1%	96.3%
Eligible for gifted and talented	5.8%	Down from 7.4%	4.4%	10.0%
With disabilities other than speech	7.3%	Down from 8.7%	8.1%	7.7%
Older than usual for grade	0.4%	No Change	0.9%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.7%	Up from 0.0%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	37.0%	Up from 30.8%	57.1%	59.4%
Continuing contract teachers	66.7%	Down from 69.2%	73.6%	80.0%
Teachers with emergency or provisional certificates	8.7%	Down from 9.5%	0.0%	0.0%
Teachers returning from previous year	82.1%	Down from 87.7%	83.6%	85.9%
Teacher attendance rate	93.3%	Down from 95.6%	95.1%	95.1%
Average teacher salary*	\$45,973	Up 7.2%	\$45,762	\$47,149
Classes not taught by highly qualified teachers	1.4%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	7.6 days	Down from 8.9 days	10.7 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	14.2 to 1	Down from 16.4 to 1	17.4 to 1	18.8 to 1
Prime instructional time	86.9%	Down from 88.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.6%	Up from 77.6%	100.0%	100.0%
Character development program	Good	Up from Average	Good	Excellent
Dollars spent per pupil**	\$8,089	Up 1.6%	\$8,306	\$7,458
Percent of expenditures for instruction**	76.6%	Down from 79.1%	68.5%	68.8%
Percent of expenditures for teacher salaries**	71.5%	Down from 75.5%	62.1%	63.2%
% of AYP objectives met	100.0%	Up from 84.6%	100.0%	100.0%

* Length of contract = 185+ days.
** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	18	38	25
Percent satisfied with learning environment	88.9%	91.9%	87.5%
Percent satisfied with social and physical environment	88.9%	89.5%	79.2%
Percent satisfied with school-home relations	52.9%	91.9%	87.5%

*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Burnside Elementary, “we come to school to learn and we will learn.” Each day we recite these words as part of our school pledge. Faculty, staff, and students work together as a learning community to keep our focus on student learning. We begin each week with a Monday Community Meeting to recognize students’ outstanding achievement from the previous week. We firmly believe in our students and take every opportunity to express our satisfaction when they try their best to be good citizens and good students. We were pleased to meet 11 of the 13 objectives required by U.S. Department of Education for AYP and to have our volunteer group named the District’s and Governor’s Volunteer Group of the Year.

This year, the faculty embraced the support they received for professional development from Title I and the use of Technical Assistance money. Teachers participated in numerous school-based, district and regional workshops/sessions to enhance their skills. The addition of our literacy coach working closely with the curriculum resource teacher led to better utilization of data to drive instructional decisions. Professional Learning Teams were in full swing this year and teachers, consultants, Literacy Coach, CRT, and the principal met twice a week to focus on ELA and math.

We strengthened our instructional program by adding the use of support staff to tutor small groups of students in math and reading for thirty minutes in the mornings four days a week throughout the school year. Our after-school program operated three days a week and provided targeted support to third- through fifth-grade students. The use of Dominie, Breakthrough To Literacy, SuccessMaker, and MAP data helped to focus our attention on curricula strands to address skill gaps.

Class size was reduced at all grade levels and we concentrated our efforts with additional staff to address the math needs of our third- through fifth-graders and all our students with learning disabilities and documented behavioral concerns. We implemented a Response to Intervention Team comprised of the principal, psychologist, social worker, parent educator, nurse, resource teacher, curriculum resource teacher, and literacy coach to address challenging academic and behavioral issues. We partnered with two local churches to initiate Families Helping Families to serve families of targeted second and third graders. We also partnered with Fort Jackson soldiers to mentor students.

Our progress towards a larger percentage of students scoring exemplary is dependent on two main factors. More students must show a willingness to do their best work and to use acceptable social skills during interactions with peers and adults. More parents must become actively involved in reinforcement of skills at home.

We will continue our efforts to be a family/community-friendly school while emphasizing the need for academic excellence and respect for our learning environment. We will continue to encourage more parent participation in areas that will positively influence our students’ academic achievement and behavior.

Mr. Roger Gounaud, SIC Chairperson
Dr. Felicia Butler, Principal